

ST JAMES-GAILLARD ELEMENTARY

PO Box 250

Cross, South Carolina 29048

GRADES K-5 Elementary School

ENROLLMENT 322 Students

PRINCIPAL Michelle A. Wilson 803-492-7927

SUPERINTENDENT Dr. David Longshore, Jr. 803-496-3288

BOARD CHAIR S. B. Marshall 803-496-3288

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	55	24	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes

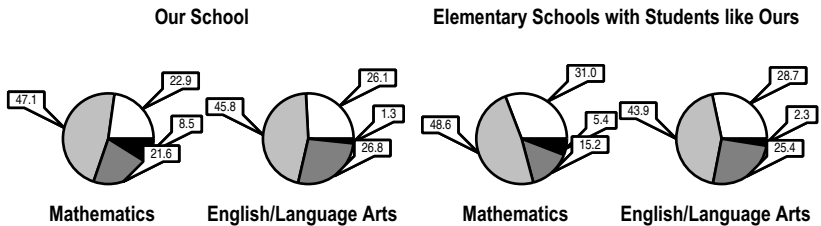
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	156	99.4	25.7	46.1	27.0	1.3	43.4	Yes	Yes
Gender									
Male	83	98.8	31.6	44.3	24.1	0.0	41.8		
Female	73	100.0	19.2	47.9	30.1	2.7	45.2		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	151	99.3	25.9	44.9	27.9	1.4	44.2	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	131	99.2	20.3	46.9	31.3	1.6	49.2		
Disabled	25	100.0	54.2	41.7	4.2	0.0	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	156	99.4	25.7	46.1	27.0	1.3	43.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	156	99.4	25.7	46.1	27.0	1.3	43.4		
Socio-Economic Status									
Subsidized meals	131	100.0	28.1	46.9	23.4	1.6	41.4	Yes	Yes
Full-pay meals	25	96.0	12.5	41.7	45.8	0.0	54.2		

Mathematics - State Performance Objective = 15.5%									
All Students	156	99.4	22.4	47.4	21.7	8.6	47.4	Yes	Yes
Gender									
Male	83	98.8	31.6	41.8	21.5	5.1	43.0		
Female	73	100.0	12.3	53.4	21.9	12.3	52.1		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	151	99.3	23.1	46.3	21.8	8.8	47.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	131	99.2	14.8	50.0	25.0	10.2	53.9		
Disabled	25	100.0	62.5	33.3	4.2	0.0	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	156	99.4	22.4	47.4	21.7	8.6	47.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	156	99.4	22.4	47.4	21.7	8.6	47.4		
Socio-Economic Status									
Subsidized meals	131	100.0	24.2	46.9	22.7	6.3	42.2	Yes	Yes
Full-pay meals	25	96.0	12.5	50.0	16.7	20.8	75.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	47	100.0	7.1	38.1	47.6	7.1	54.8
	Grade 4	72	98.6	25.0	43.8	31.3	N/A	31.3
	Grade 5	68	100.0	44.6	47.7	7.7	N/A	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	51	100.0	23.5	37.3	37.3	2.0	39.2
	Grade 4	44	97.7	11.6	48.8	37.2	2.3	39.5
	Grade 5	61	100.0	37.7	52.5	9.8	N/A	9.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	47	100.0	14.3	35.7	26.2	23.8	50.0
	Grade 4	72	98.6	23.4	56.3	17.2	3.1	20.3
	Grade 5	68	100.0	41.5	50.8	6.2	1.5	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	51	100.0	21.6	51.0	19.6	7.8	27.5
	Grade 4	44	97.7	14.0	44.2	23.3	18.6	41.9
	Grade 5	61	100.0	29.5	47.5	21.3	1.6	23.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 322)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	0.6%	N/A	3.5%	2.7%
Attendance rate	96.7%	Up from 95.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.2%		6.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.2%		5.2%	3.5%
Eligible for gifted and talented	20.6%	Up from 18.4%	7.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.5%	Down from 5.1%	8.9%	8.2%
Older than usual for grade	0.6%	No change	2.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	63.6%	Down from 65.2%	47.8%	51.4%
Continuing contract teachers	100.0%	Up from 91.3%	83.0%	87.5%
Highly qualified teachers**	92.9%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	4.8%		0.0%	0.0%
Teachers returning from previous year	92.6%	Up from 88.5%	85.2%	86.7%
Teacher attendance rate	96.1%	Up from 95.0%	94.8%	94.9%
Average teacher salary	\$43,170	Up 3.8%	\$40,150	\$40,760
Prof. development days/teacher	12.0 days	Down from 14.5 days	13.2 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 20.5 to 1	17.6 to 1	18.9 to 1
Prime instructional time	91.5%	Up from 88.5%	89.6%	90.0%
Dollars spent per pupil*	\$6,230	Up 3.2%	\$6,430	\$6,044
Percent of expenditures for teacher salaries*	58.9%	Down from 59.9%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	90.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year has been a busy and fruitful year. Not only did St. James-Gaillard Elementary successfully complete its Southern Association of Colleges and Schools report and visitation, it also won the national award given by the Education Trust "Dispelling The Myth". The team at St. James-Gaillard Elementary School has seen where teamwork, hardwork and a vision raises achievement.

The main focus of the administration, faculty, staff, parents and students remains striving for excellence and "raising the bar" academically. The new school theme, "SJG: On the Road to Success", could be heard every day during the morning announcements and other school functions.

The teachers at SJG continue to make great effort to meet the needs of all students. Teachers continue to take courses and participate in workshops to strengthen their instructional skills and to increase their understanding of the South Carolina Curriculum Standards.

At St. James-Gaillard Elementary, ninety percent of our students qualify for free and reduced lunch. These students, who reside in a rural attendance zone, continue to demonstrate academic and artistic gains. Students are exposed to the appropriate curriculum for their grade level along with other enriching and challenging experiences.

Two artists were in residency this year, and we offered students experiences in keyboarding, science fair projects, spelling bees at all grades levels and other enriching opportunities. Program initiatives include: Nifty Fifty homogeneous grouping, remediation from fine arts teachers, PACT Night, PACT Day every Thursday, Question of the Day each morning, early morning reinforcement work on previously taught skills, Saxon Math, Saxon Phonics, Accelerated Math, Accelerated Reader, Literacy First strategies, early bird computer classes, After School Comprehensive Remediation, Standards in Practice, and after school tutoring for advanced students.

We have been fortunate to have the support of an excellent PTO and School Improvement Council. With their assistance, we have continued to work at improving our school. As you walk the halls of St. James-Gaillard Elementary School, you will see Beginners Lane, Honors Avenue, Momentum Drive, Readers Row, Olympic Drive and Fuel Road. You will definitely know you are "On The Road To Success".

Cynthia White, SIC Chairperson
Michelle A. Wilson, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	61	54
Percent satisfied with learning environment	100.0%	90.2%	82.7%
Percent satisfied with social and physical environment	100.0%	96.6%	84.9%
Percent satisfied with home-school relations	86.4%	93.3%	71.2%

*Only students at the highest elementary school grade level at this school and their parents were included.